

Sacramento City Unified School District

Background

CCEE received a request for assistance in July of 2019 by the Sacramento County Office of Education and Sacramento City Unified School District (SCUSD) pursuant to Education Code 52074(g)(1)(A), which allows for referrals to be made to CCEE for support by the local county superintendent of schools. In addition, the SCUSD became eligible and was referred by their County Office of Education to the CCEE for support via Education Code subdivision (g) of Section 52064.5 The identified student groups for SCUSD are Foster Youth, students experiencing homelessness, and students with disabilities. This update will focus on providing updates on the latest improvement cycle from **March 2023 to May 2023**.

District Area of Focus

The SCUSD team is completing the first year implementation of an intensive assistance model at Harkness and Elder Creek Elementary Schools. These efforts represent a district strategy to offer high-quality, tier-one instruction for students that is driven by collaborative staff processes that measure student progress and growth.

Progress Update

Formations of a “Guiding Coalition” at both school sites has helped to drive the type of collaborative staff work to focus instruction and use student outcomes from formative assessments to address learning gaps. During this period both schools made progress to ensure instruction was more directed, and that all students were being supported. The Guiding Coalition helps to make decisions that impact the work of instruction and helps reduce barriers that might detract from the focus. The use of i-Ready interim assessments was reintroduced at the beginning of the school year, and is in an early stage for results.

The Intensive Assistance Model approach implements the Three Big Learning Ideas. Teams who are organized as collaborative groups answer the Four Critical Questions, while consistently exhibiting the Six Essential School Cultural Characteristics.

Three Big Learning Ideas

- Creating a sustainable focus on learning in every school
- Building a collaborative culture in which learning matters
- Creating a relentless focus on results

Four Critical Questions

- What is it we expect out students to learn?
- How will we know when they learned it?
- How will we respond when some students do not learn?
- How will we respond when some students already know it?

Six Essential School Cultural Characteristics

- Build a shared mission, vision, values, and goals
- Creating collaborative team focused on learning
- Nurturing action orientation and experimentation
- Encouraging collective inquiry
- Driving a commitment to continuous improvement
- Building a result orientation

*Solution Tree

Both schools have the opportunity to sustain momentum from the intensive collaborative work by keeping leadership stable and ensuring that teachers have what they need to move student outcomes. A prime example is the re-introduction of the i-Ready assessment tool that will help teachers to measure student progress and to determine growth. The results of these efforts are forthcoming, but will be important to establish results.

The District is currently developing a Professional Learning Plan to add focus to the Intensive Assistance Model work and Multi-Tiered System of Support (MTSS). First, determining the professional learning needs of the Intensive Assistance model is important to inform the larger Plan, and will help when the model is scaled to other sites. Second, since the District has also completed training to all site leaders in the District to implement MTSS there is a need to keep support and training in place to be responsive to ongoing site and staff needs to reinforce first best instructional practices.

Next steps are to collect and analyze local i-Ready assessment data to influence future topics in the Professional Learning Plan. In other words, tying assessment to the Professional Learning Plan is important.